

Inspection report for early years provision

Unique reference number	EY386451
Inspection date	06/05/2009
Inspector	Patricia Jane Daniels
Type of setting	Childminder

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the childminding

The childminder has been registered since 2008. She lives with her husband and their three children in Walton-on-Thames, Surrey. The childminder is registered to care for two children in the early years age group. She is also registered on both the voluntary and compulsory parts of the Childcare Register. She is currently caring for one young child.

Children are cared for on the ground floor of the house in the lounge, playroom and dining room. Children also have access to an enclosed garden area at the back of the house for outdoor play. The childminder provides regular outings to local parks, playgroups and other places of interest.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder uses her knowledge of individual children to ensure they are included and supported according to their needs. Children make satisfactory progress in their learning and their welfare is promoted. The childminder develops positive relationships with parents, so that information is shared and children benefit from continuity of care. The childminder is beginning to use self-evaluation to reflect on strengths and areas for improvement within her practice.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop a regular system of self-evaluation that identifies and monitors areas for improvement
- improve fire safety by fitting a fire blaket in the kitchen
- use ongoing observational assessment to inform planning for each child's continuing development through play-based activities

To fully meet the specific requirements of the EYFS, the registered person must:

- carry out a full risk assessment for each type of outing
(Safeguarding and welfare)

05/06/2009

The leadership and management of the early years provision

All required records are maintained and the childminder provides a range of written policies to underpin her practice. These are shared with parents, so that everyone is aware of procedures. The childminder has completed the initial training course, but has not undertaken any further training since then. The childminder undertakes a risk assessment of her home and reviews it regularly according to the

changing needs and abilities of the children in her care. However, the fire blanket has not been fitted in the kitchen to maximise fire safety precautions. The childminder considers children's safety on outings, but she has not carried out a full risk assessment for each type of outing in line with requirements.

The childminder considers her provision and areas for development, but this is sporadic and does not set and monitor clear goals for improvement. She organises her home so that children can move around freely and independently. She provides a good range of toys and resources, which are presented within children's reach for their selection. The childminder plans the daily routine to meet children's needs and ensures that they are included in all activities. She shares information with parents about children's welfare needs, so that appropriate care is provided. She has a good understanding of her responsibilities to safeguard children and the procedures to take if she has concerns.

The quality and standards of the early years provision

The childminder provides activities for children that cover all areas of learning and development. She promotes young children's communication by chatting to them and encouraging their speech. The minded child enjoys selecting toy animals and attempts to name them. The childminder praises the child's attempts and talks about the animals they saw at a recent farm visit, to build links and help the child's thinking. This helps the child to reflect on the visit and play imaginatively with the farm set. The minded child independently selects toys and enjoys investigating them. Play continues in the garden, where the minded child climbs carefully up the ladder to the slide and slides down and runs back for more saying 'more more' with a big smile. The childminder is warm and approachable, so that the minded child is settled and confident in her care. She responds quickly to the minded child and understands the short attention spans of young children. The childminder uses the opportunities presented in activities to support learning and development, she uses questions and demonstration to support their learning. She plans a daily routine to provide children with a variety of outings to groups and play with friends in the mornings, with rest and quieter time during the day according to children's needs. However, she does not have a system in place to plan activities that reflect observations and the identified next steps in children's learning.

The childminder knows the minded child well and helps the child to feel included by providing favourite activities. This fosters a sense of belonging for the child. The childminder encourages parents to share relevant information about their children, so that she can provide care to meet their needs. She provides parents with copies of her policies and uses a daily diary to give them a general overview of their children's day. Children learn to develop an understanding of danger and how to stay safe through the childminder's guidance. For example, she reminds the minded child to hold tight on the slide and to mind out of the way as others slide down.

The childminder supplies a healthy diet of nutritious snacks and home cooked meals. She encourages children to be active by providing daily opportunities for physical play outdoors, so that they enjoy the benefits of fresh air and exercise.

Sick children are excluded as appropriate, to prevent the spread of contagious illness. The childminder manages young children's behaviour well. She praises them when they are doing well and uses simple explanations to help them understand why some behaviour is inappropriate. Children learn to share and consider each other through the childminder's guidance.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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